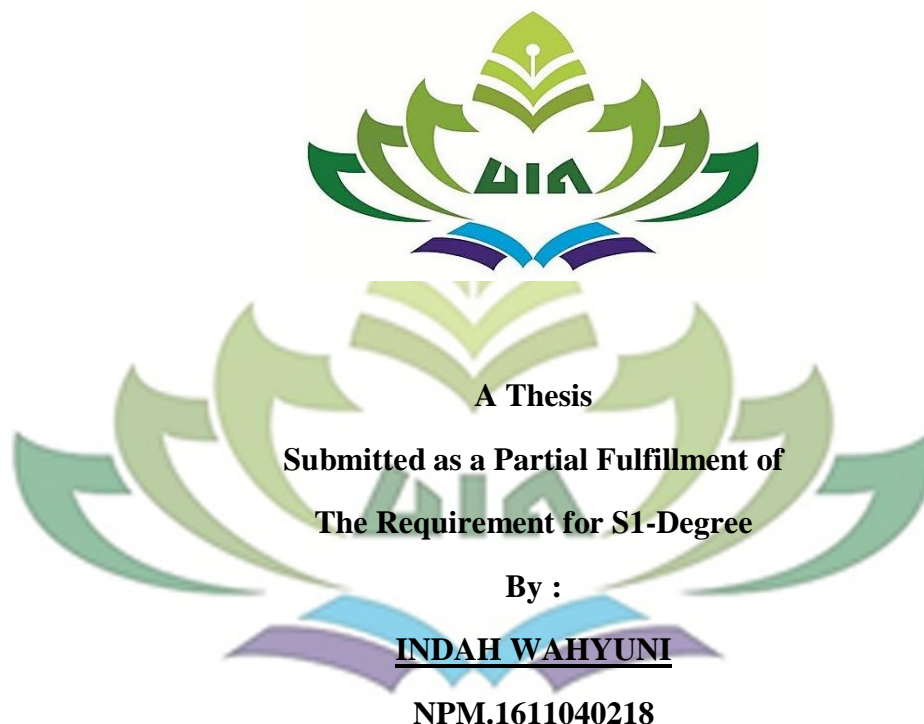


**THE INFLUENCE OF USING THINK PAIR SHARE TECHNIQUE  
TOWARDS STUDENTS' ABILITY IN WRITING PROCEDURE TEXT OF  
THE NINTH GRADE AT SMP AL-HUDA JATI AGUNG LAMPUNG  
SELATAN IN THE ACADEMIC YEAR OF 2021/2022**

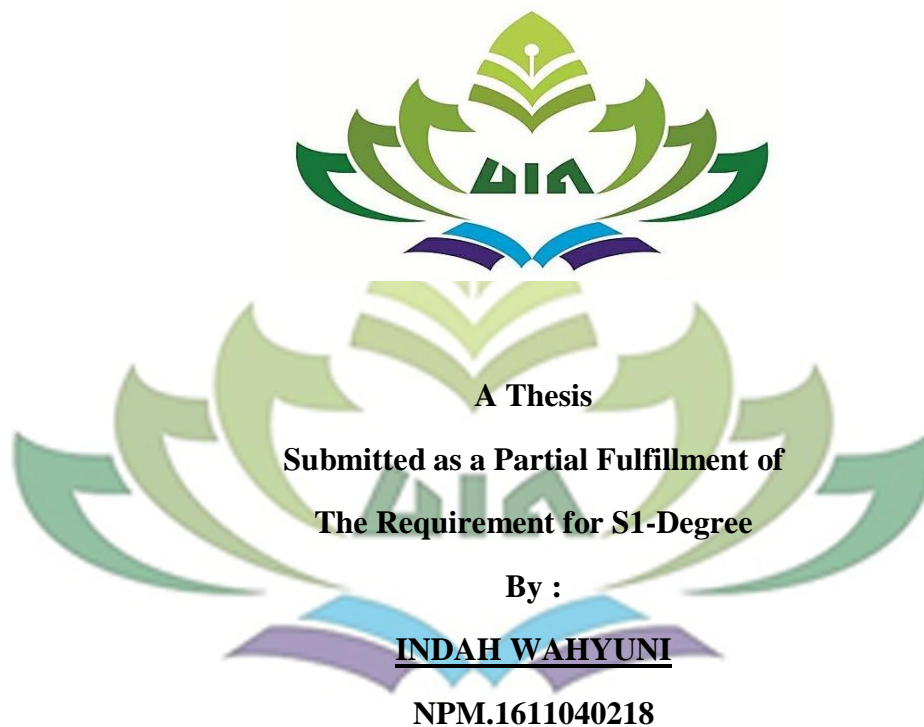


**Study Program : English Education**

**TARBIYAH FACULTY AND TEACHER TRAINING  
STATE UNIVERSITY OF ISLAMIC STUDIES  
RADEN INTAN LAMPUNG**

**2021**

**THE INFLUENCE OF USING THINK PAIR SHARE TECHNIQUE  
TOWARDS STUDENTS' ABILITY IN WRITING PROCEDURE TEXT OF  
THE NINTH GRADE AT SMP AL-HUDA JATI AGUNG LAMPUNG  
SELATAN IN THE ACADEMIC YEAR OF 2021/2022**



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**TARBIYAH FACULTY AND TEACHER TRAINING  
STATE UNIVERSITY OF ISLAMIC STUDIES  
RADEN INTAN LAMPUNG**

**2021**

## ABSTRACT

### **THE INFLUENCE OF USING THINK PAIR SHARE TECHNIQUE TOWARDS STUDENTS' ABILITY IN WRITING PROCEDURE TEXT OF THE NINTH GRADE AT SMP AL-HUDA JATI AGUNG LAMPUNG SELATAN IN THE ACADEMIC YEAR OF 2020/2021**

This research was conducted in SMP Al-Huda Jati Agung Lampung Selatan. Based on preliminary research that was done in the school, there were many students who had low ability in writing especially in procedure text. The technique that the teacher used to teach the students was not interesting to express the students' idea in writing. Therefore, the research applied Think Pair Share Technique as an effective technique to change the discourse pattern in classroom, gave the students question or a problem and have them think quietly of an answer or solution. The objective of the research was to find out whether there was a significant influence of using Think Pair Share technique towards students' procedure text of the ninth grade at SMP Al-Huda Jati Agung Lampung Selatan in the academic year of 2020/2021.

The research methodology was quasi experimental design. The population of this research was the ninth grade of SMP Al-huda Jati Agung Lampung Selatan. The researcher took two classes that consisted of 26 students for experimental class and 32 students for control class. In experimental class, the researcher used Think Pair Share Technique, whereas in control class the researcher used Free Writing Technique. The treatments were held in 3 meetings in which 2 x 25 minutes for each meeting.

After giving the post test, the writer analyzed the data by using independent sample t-test. It found out the result of  $sig$  (Pvalue) = 0.004 <  $\alpha$  = 0.05.  $H_0$  was rejected and  $H_a$  was accepted. To sum up, using of Think Pair Share Technique towards students' procedure text writing ability had significant influence. The conclusion of this research was Think Pair Share Technique was effective to be used towards students' procedure text writing ability.

**Keywords:** *Procedure Text, Think Pair Share technique, Students' Writing Ability, Quasi Experimental Research.*





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TECHNIQUE TOWARDS STUDENTS' ABILITY IN  
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AT SMP AL-HUDA JATI AGUNG LAMPUNG SELATAN  
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## DECLARATION

Hereby, I stated this thesis entitled “ The Influence of Using Think Pair Share Technique Towards Students’ Ability in Writing Procedure Text of The Ninth Grade at MTs Muhammadiyah Bandar Lampung in the Academic Year of 2020/2021” was completely my own work, I was fully aware that I have quoted some statements and theories from various sources and they were properly acknowledged in the text.



Bandar Lampung, 11 February 2021

Declared by,

Indah Wahyuni

NPM. 1611040218

## MOTTO

.... إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ ۖ ....

“Indeed, Allah does not change a people’s lot unless they change what is in their hearts.” (QS. Ar Ra’d: 11).<sup>1</sup>



---

<sup>1</sup> Zayid, MahmudY., *The Quran : An English Translation of The Meaning of The Quran*, (Beirut: Dar alcoura, 1980), P. 177

## DEDICATION

From depth of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always loves and keeps me everywhere and every time.
2. My beloved parents Mr. Subur and Mrs. Midah who always gave best prayer for my success and give inspiration and big motivation, gives advice till the write finished arranging this thesis. I love them so much.
3. My brother Dwi Adi Putra who provide and helped me to tooks documantaion in my research, support and cheer me up until the completion of this thesis and all of my big family.
4. My fiance Bayu Candra Saputra who always motivates me to finish this thesis, thanks for support.
5. My best friends Amah Ningsih, Riska Firdiana, Natalia Ulfa Ardila who always remind me to finish this thesis.
6. My beloved lecturers in English Education Study Program and Almamater Raden Intan States Islamic University Lampung, who made me grow up and give me much contribution for my self-development.



## **CURRICULUM VITAE**

The name of the researcher was Indah Wahyuni, she was born in Bandar Lampung on October 13<sup>th</sup> 1998. She is the first child of best couple, Mr. SuburYanto and Mrs. Hamidah. She have one brother namely Dwi Adi Putra. She lives in Bandar Lampung.

The researcher studied at Kinder Garden of TK Among Putra Bandar Lampung in 2003 and graduated 2004. Then she continued in Elementary School of SDN 4 Sawah Berebes Bandar Lampung and graduated 2010. She continued to Junior High School of SMP Nusantara Bandar Lampung in 2013. After that, she continued of Senior High School of SMKN 5 Bandar Lampung and finished in 2016. After finishing her study, for getting further education in higher level, in 2016 she entered to study in English Education Study Program of Tarbiyah Faculty and Teacher Training State University of Islamic Studies Raden Intan Lampung (UIN).



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This thesis entitled “The Influence of Using Think Pair Share Technique Towards Students’ Ability in Writing Procedure Text of The Ninth Grade at SMP Al-Huda Jati Agung Lampung Selatan in The Academic Year of 2020/2021” was presented to be English Education Study Program of Raden Intan State Islamic University Lampung. The Primary aimed of writing this thesis was to fulfillment of the requirement to obtain S1-degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung with all staffs, who gave the researcher opportunity to study until the end of this thesis composition.
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Finally nothing was perfect and neither in this thesis. Any correction comments and criticism for the betterment of this thesis were always open heartedly welcome.



Bandar Lampung, 11 February 2021

Indah Wahyuni

NPM. 1611040218



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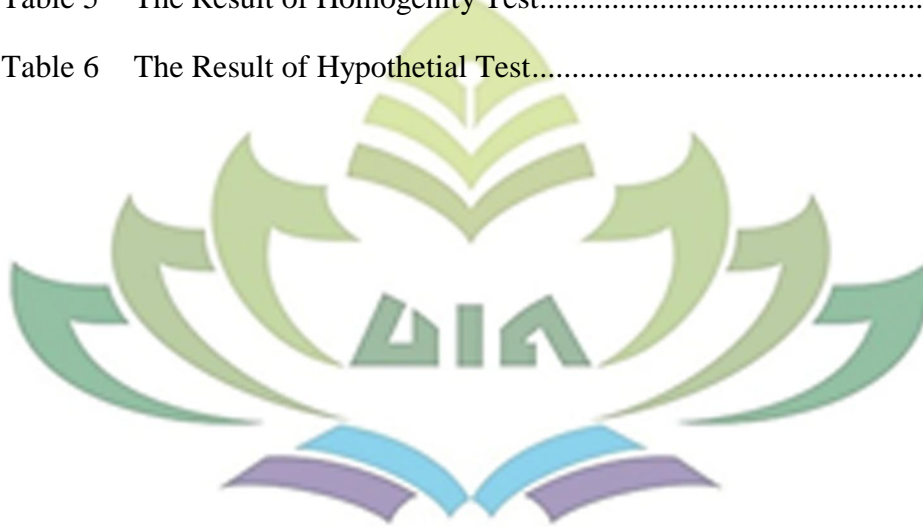
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

In the process of teaching and learning English, writing was one subject in English class that should be learned and understood by students. Writing was a skill which should be taught and practised.<sup>2</sup> Writing was taught after listening, speaking, and reading. Listening and reading included passive or receptive skill, while speaking and writing included active or productive skills.<sup>3</sup> Writing skills could be defined as conveying someone's idea and information that has a meaningful form, writing was also lesson that must be learned and understood by students because with writing students could develop their ideas .

Writing was the most difficult skill to be mastered by the second language learners. the difficulty lied not only to generate and organize ideas, but also to translate these ideas into a readable text.<sup>4</sup> The second language had to pay attention to their skills when planning and organizing as well as their skills of speling and giving punctuaion by writer. Writing was one of the most increased human activities because it required the development of idea, capturing

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<sup>2</sup> Patel and Praveen, *English Language Teaching (Methode, Tools and Techniques)* (Jaipur:Sunrise Publisher and Distibutor), p.125

<sup>3</sup> Jeremy Harmer, *The Practice of English Language Teaching (3<sup>rd</sup> Ed)*, (New York Longman, 2001), p.199, 246

<sup>4</sup> Richards, J.C. And Renandya, W.A, *Methodology in Language Learners Teaching*, (New York : Cambridge University press, 2002), p.303



representation of mental knowledge and also has impression with subject.<sup>5</sup> The students who had low competency in writing and understanding about aspects of writing. Their knowledge of grammar, diction, and cohesion and coherence were not used appropriately. Students' sentence often contained a lot of gramatical errors, especially in using tense. Writing was not easy because writing required ideas so that it became a sentence or paragraph, writing must be trained everyday so students could add more ideas, vocabulary and grammar.



The preliminary research was done by doing interviews and distributing questionnaires. While the interviews were conducted to the teachers and the list of questions were only given to the students. The researcher obtained information from the English teacher that writing a procedure text the material that was studied by ninth graders at SMP Al-Huda Jati Agung Lampung Selatan.

In doing preliminary research, the researcher got the data of writing score which were taken from the learners at the ninth grade of SMP Al-Huda Jati Agung Lampung Selatan. The following table was the results of students' grades obtained from interviewing the teacher on the writing test.

---

<sup>5</sup> Horvath Joseph, *Advanced Writing in English as a Foreign Language*, (Pecs: Lingua Franca Csoport, 2001), p.5

**Tabel 1**

**The Students' Score of Writing Procedure Text at the Ninth Grade at  
SMP Al-Huda Jati Agung in the Academic Year 2020/2021**

No	Class	Students' Score		Number of Students
		< 75	≥ 75	
1.	IXA 1	19	8	26
2.	IXA 2	22	10	32
Total		40	18	58
Percentage		68,9%	31,1%	100%

*Source : The Data of English Teacher of SMP Al-Huda Lampung Selatan*

From the table above, there were 20 students who have passed the minimum mastery (KKM) writing skills and there were 40 students had scores below the Minimum in writing skills. From the data, we could see that of the 58 students, 40 of them got scores low or below the minimum writing skills and 18 students got scores above the minimum in writing skills. The students had problems in writing skills. The researcher interviewed the English teacher Mrs. Marita Susanti, she said that students' problems in writing were students' ability in writing was still low, students had confused how to construct the structure and grammar, this because they found some difficulties to develop and to express the ideas, especially in writing procedure text.<sup>6</sup>

Based on the questionnaire that researcher gave to the students, researcher found several factors of students' problems in learning English, especially in

---

<sup>6</sup> Marita Susanti, *Interview an English Teacher of SMP Al-Huda Jati Agung Lampung Selatan*, January 11<sup>th</sup> 2021

writing procedure texts, some students did not like English, so they did not pay their much attention when the teacher explained seriously, some students felt bored with the teacher's teaching style and students felt lazy and bored when they wrote.<sup>7</sup>

After conducting interviews and giving questionnaires with teacher and students, the researcher found several cause of the problem such as the students' writing ability in procedure text was still low. The students found difficulties to develop and to express their ideas in making procedure text and the teacher also needed another technique to increase the students' intrested in writing. One of alternative technique to teach English writing was think pair share technique.

This research would try to use an technique in writing that was Think Pair Share technique. The process of teaching and learning technique was very important to help both of teachers and students used an effective techniques. The teaching and learning process would go well and students would enjoy in those processes. After interviewing the teachers, the teacher did not use technique in the procedure text, the teacher only divided the group of students to make or do something because the teacher focused on students writing in procedure text. One alternative technique to teach English was Think Pair Share Technique.

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<sup>7</sup> Anisah Alvitasari, et, all,. Students of SMP Al-Huda Jati Agung Lampung Selatan, An Interview, 2021, Unpublished

Stone and Kagan stated that Think Pair Share could be used in the pre-writing activity.<sup>8</sup> It means that think pair share could be used in writing skills and was well used in teaching writing in the classroom.

Elisabeth stated that Think Pair Share technique was “think” stage, the teacher told that the students to ponder a question or problem. Next, individuals were paired up and discussed their answer or solution to the problem. Finally, students were called upon to “share” with the rest of the class.<sup>9</sup> Think Pair Share was a cooperative learning technique could include in any lesson and principally involved the 'turn to your partner' type of activities.<sup>10</sup> So, students had the opportunity to think of the ideas individually then shared the ideas with a group of friends and shared the results of their ideas and answered with other pairs in front of the class.

There were previous researchs about using of Think Pair Share techniques in the learning process, Based on research about "The Effectiveness of Think Pair Share Techniques on Students' Ability to Write Descriptive Text at The Eighth Grade Students of SMPN 3 Sinjai".<sup>11</sup> Lukman focused on teaching writing effectiveness Think pair share in descriptive text. So, this technique would motivate students in writing because they had an opportunity to pick and organize their ideas.

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<sup>8</sup>Oktha Ika Rahmawati, *Think-Pair-Share: A Technique to Enhance Students' Writing Skill*, (Jurnal Pendidikan Edutam : Vol 4, No. 1 Januari 2017), p.49

<sup>9</sup> Nova Elisabeth, Siahaan Siti Aisah Ginting, *Improving Students' Achievement in Writing Procedure Text Through Think Pair Share (TPS) Technique*, (retrived on September 11, 2016, 20.13 pm)

<sup>10</sup>Wendy Jolliffe, *Cooperative Learning in the Classroom*, (London: Paul Chapman Publishing, 2007), p.43

<sup>11</sup>Intaniya Fathanty Lukman, *The Effectiveness of Thnik-Pair-Share Technique on Students' Ability to Write Descriptive Texts on English Grade Students of SMPN 3 Sinjain*, (Makassar: UIN ALAUDDIN, 2016), p.i



Another previous research that related to this study by Lilis Pristiani the research with the title “The influence of using Think Pair Share (TPS) technique towards students’ Narrative text writing ability in the tenth grade of SMA persada Bandar Lampung”.<sup>12</sup> The Think Pair Share technique to make writing activities was easy when teaching students and significant influence on the use of Think Pair Share techniques on students writing narrative text.

In addition, based on Annisa Oktaviani, research about "The use of Think Pair Share Techniques to improve writing recount text students in first grade students of SMAN 14 Bandar Lampung".<sup>13</sup> The Think pair share technique could help the students to make a recount text with a proper language this technique helped the students to develop their ideas and got information from their pairs. who presented their works in front of the class.

Based on the explanation and problem above, the researcher interested to conduct a research entitled “The influence of using Think Pair Share technique towards students’ ability in writing procedure text of the ninth grade at SMP Al-Huda Jati Agung Lampung Selatan in the academic year of 2020/2021”.

## **B. Identification of the Problem**

Based on background above, the writer would like to identify the problem as follows :

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<sup>12</sup> Lilis Pristiani, *The Influence of Using Think Pair Share (TPS) Techniques towards Students’ Narrative Text Writing Ability in the tenth grade of SMA persada Bandar Lampung*, (Bandar Lampung: IAIN Raden Intan, 2017), p.i

<sup>13</sup> Annisa Oktaviani, *The use of Think Pair Share Technique to Improving Writing Recount Text Students in First Grade Students of SMA N 14 Bandar Lampung*, (Bandar Lampung: UNILA, 2017), p.3

1. The students' writing score was still low
2. The students' motivation in writing English was low
3. The students had confused how to construct structure and grammar mastery
4. The students found difficulties to develop their ideas in making procedure text

### **C. Limitation of the Problem**

Based on the identification above, this research would be focused on the influence of Using Think Pair Share Technique towards students' ability in writing procedure text of the ninth grade of SMP Al-Huda Jati Agung Lampung Selatan in the academic year of 2020/2021.

### **D. Formulation of the Problem**

Based on the identification and limitation of the problem above, the formulation of the problem in this research was The influence of Using Think Pair Share Technique towards students' ability in writing procedure text of the ninth grade of SMP Al-Huda Jati Agung Lampung Selatan in the academic year of 2020/2021?

### **E. Objective of the Research**

The objective of this research was to know whether there was an influence of Using Think Pair Share Technique towards students' ability in writing

procedure text of the ninth grade of SMP Al-Huda Jati Agung Lampung Selatan in the academic year of 2020/2021.

## **F. Significance of the Research**

The significance of these researchs were as follows:

### **1. Theoretically**

The result of this research was expected to give information about the influence of Using Think Pair Share Technique towards students' ability in writing procedure text.

### **2. Practically**

#### **a. For the students**

This research would give information about students' ability in writing procedure text through learning English by using Think Pair Share technique.

#### **b. For the Teacher**

To give information to the teachers an alternative technique Think Pair Share students' in writing procedure text.

#### **c. For the research**

This research would gain to find out the best technique.

## **G. Scope of the Research**

The scope of this research was as follows :

### **1. The subject of the Research**

The subject of the research was the students of the ninth grade of SMP Al-Huda Jati Agung Lampung Selatan in the academic year of 2020/2021.

2. The object of the Research

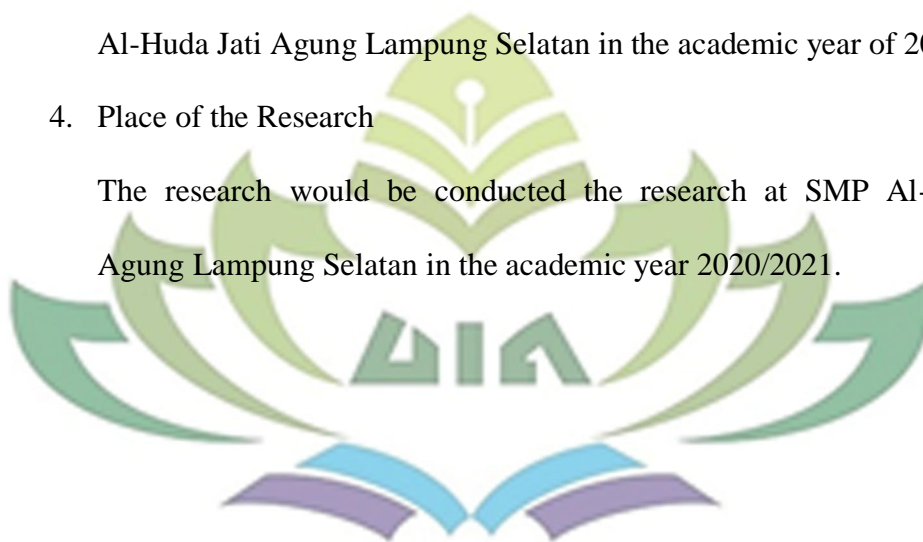
The object of the research was the use of Think Pair Share Technique and students' writing ability of Procedure Text.

3. The Time of the Research

The research would be conducted the research of the ninth grade of SMP Al-Huda Jati Agung Lampung Selatan in the academic year of 2020/2021.

4. Place of the Research

The research would be conducted the research at SMP Al-Huda Jati Agung Lampung Selatan in the academic year 2020/2021.





## CHAPTER II

### REVIEW OF LITERATURE

#### A. Teaching English as a Foreign Language

English was an international language. English was also a foreign language which was taught from elementary school until university compulsory subject in Indonesia. This means all students especially in Indonesia were required to learn English from the elementary school. Harmer stated that English as foreign language was generally taken to apply to students who were studying general English at school and institutes in their own country or as transitory visitors in a target language country.<sup>14</sup> Furthermore, According to Littlewood, the foreign language as teaching was generally true that foreign language learners were more concerned than any other with the development of communicative ability.<sup>15</sup> It means that many students only used English for their communication at school or institution. And then the teacher must use a communicative way so students could practice what they were learned in school to be used in everyday life.

It was supported by Brown, English language teaching had identified the "four skills" listening, speaking, reading, and writing as of paramount

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<sup>14</sup> Jeremy Harmer, *How to Teach Writing*, (London: Person Education Limited, 2004), p.39

<sup>15</sup> William Littlewood, *Communicative Language Teaching*, (London: Cambridge University Press, 1981), p.45

importance.<sup>16</sup> In learning English writing skills included existing skills and must be learned well.

Based on the statement above, the researcher concluded that English in Indonesia was a foreign language because it was not applied in daily activities. English was an international language that must be learned. This was caused by some factors such as education, science and culture which were conveyed from our country through English.

## **B. Writing**

### **1. Concept of Writing**

Writing was one aspect of language skills, which was very important to be developed in learning English, which must be mastered by students. Raimes stated that writing was a skill in which we could express ideas which were arranged in word, sentence and paragraph used eyes, brain, and hand .<sup>17</sup> When we wrote things, then started to write some words and arrange them into sentences and paragraphs. Writing had been marked as a written thought. Students should be encouraged as written thoughts and also to express ideas, experiences, through their writing.

Patel and Praveen stated a writing was the essential feature of learning a language because it provided a very good means of foxing the vocabulary,

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<sup>16</sup> H. Douglas Brown, *Teaching by Principel: An Interactive Approach to Language Pedagogy (2<sup>nd</sup> Ed)*, California: Longman, 2001), p.13

<sup>17</sup> Anna Raimes, *Technique in Teaching Writing* (New York: Oxford University Press, 1983), p.3

spelling, and sentence pattern.<sup>18</sup> Writing was an activity that should be trained continuously. In the writing process we could also learn to practice vocabulary, spelling, and arrange sentences that were good and right so that they became good sentences.

According to Linse, writing was the combination of process and product.<sup>19</sup> This point was writing had a work function to combine between the process and product. Writing process was the process to find ideas to be explained in writing and the product was the result of the ideas that have written.

Based on the opinion of some expert above, the researcher concluded that writing was one skill in language, when someone wrote a combination between process and products. By writing we could develop an idea and communicate without having to meet face to face. When communicating and writing was one of the language skill that was used to communicate indirectly.

## **2. Concept of Writing Process**

Brown said that “writing was a two-step process. First, you figured out your meaning, then you put them into language”.<sup>20</sup> Writing was not an easy activity. In his opinion, Brown said that writing must be paid attention to its meaning and then put it in written language so that there was no

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<sup>18</sup> Patel and Praveen, *English Language Teaching (Method, Tools and Technique)*, (Jaipur: Sunrise Publisher and Distributor), p.125

<sup>19</sup> Caroline T.Linse, *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill Companies, 2005), p.98

<sup>20</sup> H.Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy (2<sup>nd</sup> Ed)*, (Great Britain: Longman, 2001), p.336

misunderstanding by the reader and the meaning conveyed by the writer to the reader was conveyed properly.

Harmer stated that writing process was the stage that writer went through in order to produce something in its final written form and process had four main elements:

1. Planning

Experience writers planned what they were going to write. Before starting to write or type, they tried and decided what it was they were going to say. For some writers, this might involve making the detailed notes. For other a few jotted words might be enough. Still, others might not write down any preliminary notes at all since they might do all their planning in their heads.

2. Drafting

We could refer to the first version of a piece of writing as a draft. This first 'go' at a text was often done on the assumption that it would be amended later. As the writing processed into editing, some drafts might be produced on the way to the final version.

3. Editing ( reflecting and revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it worked and where it didn't. Perhaps the order of the information was not clear. Perhaps the way something was written was ambiguous or confusing. They moved paragraphs around or



write a new introduction. They might use a different form of words for a particular sentence.

#### 4. Final Version

Once writers have edited their draft, made the changes they considered to be necessary, they produced their final version.<sup>21</sup>

### 3. Concept of Writing Ability

Based on Research Journal of Jyi-Yeon Yi's writing ability was an ability to create coherent and cohesive discourses following prescribed patterns for developing and organizing discourse.<sup>22</sup> It means that someone could be said to be a writer when knew the following pattern of writing to develop and organize a discourse.

Meanwhile, Elbow in Mutiara said that writing ability was an ability to create many words or ideas of the writer.<sup>23</sup> In other words, the writer was able to devote all the thoughts in writing in order to be a masterpiece.

Writing has some components that must be attended. Tribble stated there were five scoring criterias for scoring writing, they were :

1. Content (the ability to think creatively and develop thoughts)
2. Organization (the ability to write in appropriate manner)

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<sup>21</sup> Jeremy Harmer, *How to Teach Writing*, (London: Person Education Limited, 2004), p.4

<sup>22</sup> Jyi-yeon Yi, "Defining Writing Ability for Classroom Writing Assesement in High Schools" *Journal of Pan-Pacific Association of Applied Linguistics*, vol. 13 no.1, 2009, p.58

<sup>23</sup> Rafika Mutiara, "Teaching Descriptive Text by Using Guided WH-Questions", Vol.1, No.1, 2014, p.53

3. Vocabulary (the ability to use of word / idiom)
4. Language (the ability to write in appropriate structure)
5. Mechanics (the ability to use punction, apitalization, spelling and layout correctly).<sup>24</sup>

In conclusion, writing ability was one of the most important skills to be mastered. If we could write well, we could communicate effectively. The reader could get information from the writer about something that was explained in writing.

#### 4. Genre of The Text

Genre was terms of the ways broad social purposes were systematically linked with context through lexical and grammatical features.<sup>25</sup> It means that genre was systematically related and socially recognized in using language. The spoken and written genres were :<sup>26</sup>

##### 1. Recount

Recount was a reconstructing past experiences by retelling events in the original sequence.

##### 2. Procedure

Procedure was a show how something was done

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<sup>24</sup>Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p. 130

<sup>25</sup> Hyland, Ken, *English for Academic Purpose: An Advanced Resourch Book*, (New York: Routledge, 2006), p.46

<sup>26</sup> *Ibid*, p.47

### 3. Narrative

Narrative was a entertain and instructs via reflection on experience.

### 4. Report

Report was present information, usually by classifying and then describing characteristics.

### 5. Explanation

Explanation was an explanation how and why things happen.

## C. Concept of Procedure Text

### 1. Definition of Procedure text

Procedure text was any written English text in which the writer described how something was accomplished through a sequence of action or step goal, it was the purpose of doing instruction.<sup>27</sup> It was said that the procedure text was a written text in which sequences an action or step in the form of instruction. Anderson and Anderson stated that the procedure was part of text that told how to do something.<sup>28</sup> This means that the procedure text was a kind of text that gave some instructions on how to do something through a series of steps that were arranged to get the goal.

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<sup>27</sup> Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2007), p.81

<sup>28</sup> Mark Anderson and Kathy Anderson, *Text Types in English*, (Australia: Macmillan, 1997), p.1

## 2. Generic Structure of Procedure text

Anderson and Anderson in Siti Aimah stated that the generic structure of a procedure text:

- a. An introductory statement that gave the aim or goal. This might be the title of the text or an introductory paragraph.
- b. A list of the materials that would be needed to complete the procedure:
  - a) This might be a list or a paragraph.
  - b) This step might be left out in some procedures.
- c. A sequence of steps in the order they needed to be done:
  - a) Numbers could be used to show first, second, third, and so on.
  - b) The order was usually important: such word as now, next and after this could be used.
  - c) Usually, the steps began with a command such as add, stir, or push.<sup>29</sup>

### D. Cooperative Learning

According to Johnson in book *The Teacher's Role in Implementing cooperative Learning in the Classroom* by Gillies , Cooperative learning was the instructional use of small groups so that students worked together to maximize their own and each other's learning.<sup>30</sup> It could be concluded that

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<sup>29</sup> Siti Aimah, *Demonstration as a Medium in The Teaching of Writing Procedure Text an Action Research Conducted in The Seventh Grade of Smp Agus Salim Semarang in The Academic Year of 2008/2009*, (LENSA Volume 1 Nomor 2, Juli-Desember 2011), p.154

<sup>30</sup> Robyn M. Gillies, *The Teacher's Role in Implementing Cooperative Learning in the Classroom*, (New York, Spinger Vol.7, 2008), p.26

Cooperative learning was a technique which the teacher used in the classroom. By using cooperative activity involved pairs and small groups of the learners and they should work together. In addition, Kagan said that Cooperative learning was more than working together. It has described as structuring positive interdependence.<sup>31</sup> Cooperative learning included in any lesson and principally involved the turn to your partner type of activities. Structures that supported these were :

1. Think pair share

The teacher asked a questions and then provided think time, pupils talk to a partner and pupils share their answers.

2. Think write pair compare

Pupils jotted down their thoughts and pupils compare with a partner, which helped to organise thoughts and ensured individual accountability.

3. Write pair switch

Each pupil worked alone to write a response to a question or prompt, pupils pair and discuss their response and pupils switch partners and form a new pair.

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<sup>31</sup> SpencerKagan, *Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), p.15



#### 4. Pairs check/check and coach

After working on a topic, teacher prepared a list of questions to check understanding and paired took it turns to answer the questions, with the other partner prompting and coaching.

#### 5. Flashcard game

For supporting memorisation of facts, pupils worked in pairs with flashcards, showed questions and test each other on one side, and the answered on the other and pupils took turns to hold up questions and test each other on correct answers.

#### 6. Timed talking

Pairs were given roles of A and B, Partner A talked for 60 seconds, Partner B talked for 45 second, and Partner A continued .<sup>32</sup>

### E. Think Pair Share Technique

#### 1. Concept of Think Pair Share Technique

There were several techniques in cooperative learning. Think Pair Share was a cooperative learning technique that encouraged individual participation and was applicable across all grade levels .<sup>33</sup> It means that Think Pair Share encouraged individuals to be active and participate not only to the teachers but

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<sup>32</sup>Wendy Jolliffe, *Cooperative Learning in the Classroom*, (London: Paul Chapman Publishing, 2007), p.44

<sup>33</sup> Tiur Asih Siburian, *Improving Students' Achievement on Writing Descriptive Text Throught Think Pair Share*, (Volume 3 (3), July 2013)

also to the classmates. Think Pair Share could make students active to make ideas and be able to exchange ideas well while in class.

According Jolliffe Think Pair Share (TPS) was a cooperative learning technique that could promote and support higher-level thinking. The teacher asked students to think about a specific topic, paired another student to discuss their own thinking, and then shared their ideas with the group.<sup>34</sup> So think pair share was a cooperative learning technique that was able to develop an idea, because here the teacher asked students to think of a topic and made groups to discuss a topic after which students were asked to share the results of their ideas in front of the class.

Lyman stated that Think Pair Share technique was a "multi-mode" the technique was developed to encourage students' participation in classroom activities. Think Pair Share technique helped students to learn and get information from their pairs and to develop a conceptual understanding of a topic, develop the ability to filter information and write a conclusion, and develop the ability to consider other points of view as well.<sup>35</sup> That means think pair share was a technique that could encourage students to be more active when in class and could develop their ideas individually and in groups, after that they shared information in front of the class and wrote conclusions of the results of their ideas.

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<sup>34</sup>Wendy Jolliffe, *Cooperative Learning in the Classroom*, (London: Paul Chapman Publishing, 2007), p.43

<sup>35</sup>Lyman, F. Journal Think-Pair-Share: An Ending Teaching Technique. ( MAA-CIE Coop- erative News 1, 1-2 : 1987)

According to Kagan Think Pair Share helped students refined their thinking skills, the teacher processed a problem or a question. Students were given a certain amount of time pondering a response they were form pairs to discuss their thought the teacher picked different students to share their thinking or their partner's thinking with the entire class.<sup>36</sup> When a teacher taught a lesson to the class, students sit in pairs in their team and exchange ideas about the theme of the lesson, then students gave the results of their group work to other groups.

Based on the explanation above, the researcher concluded that think pair share was a cooperative technique that could be used in writing and think pair share was also used to develop an individual student's ideas and groups, after that each group presented the results of their ideas in front of the class. The students could share information and write conclusions.

## **2. Procedure Think Pair Share Technique.**

Stone and Kagan stated Think Pair Share could be used in the pre-writing activity.<sup>37</sup> Think Pair Share was one of cooperative learning that could be used in teaching learning process. This technique was improved by Frank Lyman from Unversity of Maryland. These were main things TPS :

### **1. Think**

The teacher provoked the students' thinking with a question and they could take a few moments to think about the questions. This activity could

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<sup>36</sup> Spencer Kagan, *Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), p.143

<sup>37</sup> Oktha Ika Rahmawati, *Think-Pair-Share: A Technique to Enhance Students' Writing Skill*, (Jurnal Pendidikan Edutam : Vol 4, No. 1 Januari 2017), p.49

promote the students' critical thinking to find a solution individually to the problem posed by the teacher (problem solving activity).

## 2. Pair

This stage got students' to work in pairs with their nearby neighbors, designated partners, or a desk-mate to discuss answers for the questions given. Here they could compare their mental or written notes and identify the answer they think were best, most convincing, or most unique (working cooperatively).

## 3. Share

After the students have talked in pairs for a few moments, then the teacher called for the pairs to share their thoughts with the rest of the class.<sup>38</sup>

Suhartono stated that Think Pair Share for teaching writing :

1. Paired the students up and provided them with interesting topics of a specific genre to write on.
2. Gave them two or three minutes of "silent period to think deeply about the outline and the generic structure of the genre.
3. Asked the students to share their thought with their partners to draw or unify ideas.
4. Made group of students of six and asked each group to share the ideas within the group to draw a new concept.

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<sup>38</sup>Rosnani Sahardin, Using Think-Pair-Share for Writing Descriptive Text, (Studies in English Language and Education, 4(1), 54-65, 2017), p.58

5. Asked each group to formulate the new ideas based on the ideas of each pair.
6. Let each group to share the ideas with the rest of the class, give correction or criticize.
7. Wrote the new text.<sup>39</sup>

Based on Agus Suprijono these were the steps of Think Pair Share were :

1. Giving time to students to think

The teacher should give the students several minutes to be pose a question or a topic to the students. This question should be in general and had many kinds of answers. For example, "what was procedure text?" If they read a text, the questions many "what was types of procedure text?" It made the students think deeper, and they could give their opinions on many aspects.

2. Organizing students into pairs

Think Pair Share model was begun by dividied the students into pairs randomly. The purpose of choosing randomly was to avoid the gap between high students and low students. Besides, they would have a higher chance to know each other closely, and it would increase the respect of a student to others.

3. Asking students to discuss with their partner and share their thinking

In this section, each student would share his or her own answer to his or her partner in pairs. They would share their thinking and discuss each other to find the best answer. Furthermore, this activity could be developed into a

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<sup>39</sup>Mudriyah, *Using Think-Pair-Share (TPS) to Improve Students' Writing Creativity*, (Jurnal Ilmiah UPT P2M : Vol. 3, No.2, November 2016), p.86



higher level by gathering one pair into another pair, so that there would be some groups that consisted of four students in each group. It means that there would be many ideas to be shared in order to find the best answer, and it helped the students to improve their critical thinking and analysis. However, this activity helped the students developed not only their knowledge but also their communicative skills and confidences .<sup>40</sup>

Based on the statement above, Think Pair Share could be used in writing implemented that in a group discussion, there was fair possibility that the students improved their communication skills. In a group, while shared their opinions and exchanging with others, they would automatically improve their communication skills.

### **3. Advantages and Disadvantages of Think Pair Share (TPS)**

#### **1. The Advantages Think Pair Share technique are:**

According to Bouchard, Think Pair Share technique had the following Advantages:

- a. The notion of the positive effects of “wait time” upon the quality of student responses in the classroom.
- b. Nonnative speakers must first linguistically decipher the question itself and then cognitively from a response to it.

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<sup>40</sup> AgusSuprijono, *Cooperative Learning*, (Yogyakarta: PustakaPelajar, 2009), p.110

- c. Waited time not only offered time for linguistic interpretation of the question but also responded formation.
- d. Paired with another student gave an opportunity to orally share their responses with a classmate and received valuable feedback.<sup>41</sup>

## **2. The Disadvantages Think Pair Share technique are:**

- a. Not all students focused on the topic that was given, because they could share everything with their partner out of the topic
- b. There was a possibility that the students who had a low understanding of the topic gave likely chat with the other pairs.<sup>42</sup>

## **F. Guided Writing**

### **1. Definition of Guided Writing**

Guided writing was the process where teachers developed and guided students' writing through discussion, join text construction and evaluation of their independent writing.<sup>43</sup> The teacher made a small group for students after that the teacher guided the students' writing to discuss after that the teacher evaluated the student's writing.

Guided writing provided an important context for teachers' "in-the-moment" assessment and guidance of student writing; to observe students during specific writing events and provide immediate instructional

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<sup>41</sup> Bouch, Margaret. "Comprehension strategies for English Language Learners". (Scholastic, 2005), p.110

<sup>42</sup> Lia Yulianingsih, *Academic Journal PERSPECTIVE: Language, Education and Literature Vol 5(2) September 2017: The use of Think Pair Share Technique in teaching reading to the seventh grade of senior high school*, (Departement of English Education, University of Swadaya Gunung Jati), p.102

<sup>43</sup> Parsons and Sharon, *Bookwise 4 Teacher's Guide*, (Cheltenham: Nelso ThornesLtd, 2001), p.12

scaffolding for writing processes targeted to the needs of a specific group of students.<sup>44</sup> Tyner defined a guided writing as an instructional writing context chiefly teaching the writing process through modeling, support, and practice.<sup>45</sup>

Based on the theory of guided writing above was the activity to help students, to write involving a teacher who worked with a group of students in writing assignments. Guided writing taught the process of writing through modeling, support, and practice.

## 2. Procedure of Teaching Guide Writing

Dunigan stated several steps of guided writing activities :

1. Planning : the students identified, collected, and organized the ideas.
2. Packaging : the teacher guided the students in a write-along as they follow the plan to write their first draft
3. Popping : used the established rubric, the teacher and individual student conference on paragraphs. Popping ideas and words in, out, or round.
4. Polishing : the students were polish their writing project, with assistance as needed to compose a final draft.
5. Publishing : the students shared their completed work.<sup>46</sup>

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<sup>44</sup> Sharon A. Gibson, "Guided Writing Lessons: Second-Grade Students' Development of Strategic Behavior", Reading Horizons: A Journal of Literacy and Language Arts Vol. 48 Issue 2 January/February 2008 Article 5, p.114

<sup>45</sup> Tyner B. Beginning *Reading Instruction and the small-group differentiated reading model. In Small-Group Reading Instruction* (pp. 1-16). (New York, DE: International Reading Association, 2004)

<sup>46</sup> Jima Dunigan, 2008. *Classroom Authoring Guided Writing* (Teachers Created Resources), P.13

Based on these explanations above, it could be asserted that the procedure of teaching procedure text guided writing was focused on the needs of the group, the teacher was able to observe and respond to the needs of the individual of the group.

### 3. Advantages and Disadvantages of Guided Writing Technique

According to Ockuz, cited in Leena Noer Syari and Anshari Syafar dan Ferry Rita Advantages and Disadvantages of Guided writing technique :

- 1) enabled the teacher to tailor the teaching to the needs of either individual students or groups.
- 2) enabled the teacher to observe and respond to the needs of individuals within the group.
- 3) encouraged the students to be active participants in discussions about writing.
- 4) allowed the teacher to give immediate feedback on success and the opportunity to discuss further areas for improvement.
- 5) guided writing sessions could support students to transfer ideas from plans into writing, apply strategies and skills gained as readers to meet the needs of an audience.<sup>47</sup>

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<sup>47</sup> Leena Noer Syari and Syafar and Ferry, *Applying Guided Writing Technique in English Teaching to Develop Ability of Grade X Students a SmkN 2 Palu in Writing Tour Itinerary*, 78 e-Jurnal Bahasantodea, Volume 3 Nomor 2, April 2015 hlm 75-85, ISSN: 2302-2000

### **G. Frame of Thinking**

In the process of writing procedure text of junior high school students were still face difficulties. Teachers needed to facilitate them with interesting techniques to encourage them to learn English, especially writing. Among various techniques, Think Pair Share was one alternative technique that would be effective to apply in writing text. The procedure of using Think Pair Share, students would be motivated to write because the steps were easy to follow. Think Pair Share was part of a technique that gave students to express their ideas.

The researcher assumed that those definitions have a close connection to one another. Think Pair Share was suitable as the technique in writing Procedure Text. Based on the explanation above, the researcher through Think Pair Share as an alternative writing technique was effective towards students' writing ability of Procedure text.

### **H. Hypothesis**

Based on the theory and explanation above, the researcher would make the hypothesis as follows:

Ho : There was no significant the influence of Using Think Pair Share Technique towards students' ability in writing procedure text of the ninth grade of SMP Al-Huda Jati Agung Lampung Selatan in the academic year of 2020/2021.

Ha : There was significant influence of Using Think Pair Share Technique towards students' ability in writing procedure text of the ninth grade of SMP Al-Huda Jati Agung Lampung Selatan in the academic year of 2020/2021.





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